

Illocutionary Acts in English Teacher-Student Classroom Interaction at Local High School

Kristiwi Rewai¹, Rusdiana Junaid^{2*}

^{1, 2}, Universitas Cokroaminoto Palopo, Indonesia

* Corresponding author's email: rusdianajunaid@uncp.ac.id

Abstract

The research aimed at finding out the type of illocutionary acts on interaction between teacher and students in the classroom. The data of this research were the English utterances performed by the English teacher at local high school in Palopo. The teaching and learning process in the class was recorded using a video camera and transcribed. Then, the transcribed dialogues were arranged into the data sheet. Finally, the data were classified according to Searle's classification of illocutionary acts (1976). The results of the research show that there are four types of illocutionary performed by the English teacher in classroom communication. They are representatives, expressives, directives, and commissives. The directives are the most frequent acts, while the commissives are the fewest frequent acts. Furthermore, there are 18 types of illocutionary functions used by the English teacher, which include stating a fact, informing, explaining, agreeing, greeting, thanking, complimenting, joking, apologizing, commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging, and threatening. Questioning is the most frequent function, while threatening is the fewest frequent function. To sum up, the dominant use of directive acts implies that the teacher dominates the conversation. Meanwhile, the purpose of the use of questioning is to activate students' background knowledge and critical thinking.

Keywords: *pragmatics, illocutionary, English teaching, classroom interaction*

Introduction

Delivering materials to the students is not the only job of a teacher. Educating the students is considered far more important. Mudyahardjo (2001) stated that education is what schools do as the efforts for students there to gain knowledge and full awareness to social relations and duties. Teacher's full responsibility is to nurture the students. Teaching should not only focus on academic because students also need some knowledge for their social lives. In doing their job, teachers can educate while they are giving information, promising, refusing, offering, threatening, requesting, questioning, commanding, ordering, or suggesting.

In the context of English teaching and learning in state high school, the teachers are responsible in making the students familiar with the use of English. It is expected that the students practice the English language at least at the school during the English lesson. The English classroom implemented should provide various instructions to ask the students to open the textbook, do the task, to collect the homework, among many others. The instructions are used in Indonesian and in English.

Austin (1975) stated that there are three types of speech act, namely locutionary, illocutionary, and perlocutionary acts. In this research, we only focus to the illocutionary act which has five types, they are representative, directives, commissives, expressive and declarative (Searle, as cited in Leech, 1983). The five types of illocutionary act will be used to analyze the conversation of teacher in the classroom, which covers is all languages used in the classroom communication. There are various contexts found we used the context in order to find out the types of illocutionary acts in their daily communication.

Those teachers' instructions are in the form of language functions. In pragmatic study, it is related to the concept of speech acts, or narrowly, illocutionary acts. The illocutionary act is performed via the communicative force of an utterance, such as promising, apologizing, offering (Yule, 1996). This act is also called the act of doing something in saying something. Illocutionary act is related to speaker's intention. In other words, every speaker has the intention through their utterance, through the utterance, everyone may intent to asking, telling, promising, warning, and ordering (Wardani, 2015).

An illocutionary act deals with what the speaker is doing such as commanding, demanding, promising, thanking, asserting, offering, threatening, or suggesting. The most significant level of action in a speech act is the illocutionary act because the force, which has been desired by the speakers, determines this act. Illocutionary act can be the real description of interaction condition. Therefore, the researcher is interested in investigating the illocutionary acts implemented in classroom conversation.

In this study, we did not investigate the whole aspects of illocutionary acts in English teaching-learning process at the selected high school. As it is focused on the English language subject, we limited the scope of the research only on the illocutionary acts of English utterances performed by the English teachers.

Method

The data investigated are in the form of oral or written words. Thus, it is qualitative since it is concerned with nonnumerical data, and it is descriptive since it aims at describing the fact of the analysis systematically based on actual use. The locus of this research in in a state high school in Palopo, South Sulawesi. The teacher was selected conveniently as preliminary observation found that the English teacher in the school always given instructions in English. The data of this research is the utterances used by one English teacher when communicating with the students in the classroom. The entire classroom conversations were recorded and later be transcribed and translated from Indonesian languages into English.

After collecting the data, we analyzed and reduced the data by focusing on things that are important and removing unnecessary utterances. After reducing the data, we present the data with data sheet and categorize the illocutionary acts (Searle, 1976). Categorizing the data made it easy in processing the findings type illocutionary act of the research.

The conclusion drawn from the type of illocutionary act that gets in the interaction between teacher and students. To get the credible data, we must find the fixed data. If the conclusion that was found in first are same with the last conclusion, so the data is credible.

Results

There three 3 meetings in classroom analyzed in this research. Based on the research, there are four types of illocutionary acts performed by the teacher in English teaching-learning process. They are representatives, expressives, directives, and commissives. The declarative acts are not found. The results of the data findings are presented in Table 1.

Table. 1 Data Findings of Illocutionary Acts

NO.	Illocutionary Acts	Frequency	Percentage %
1	Representatives	40	21.05
2	Declarative	0	0.00
3	Expressives	17	8.95
4	Directives	131	68.95
5	Commissives	2	1.05
Total		190	100.00

Table 1 shows that in 3 meetings there are 190 data contain illocutionary acts. The directives serve the dominant frequency of all five types of illocutionary acts. There are 131 data (68.95%) containing directives acts. The lowest-rank frequency of illocutionary acts are the commissives with only 2 data (1.06%). The declaratives were not found in this research. Additionally, there are 18 types of illocutionary functions employed by the teacher in the English teaching-learning process. The results of the data findings are presented in Table 2.

Table 2. Data Findings of Illocutionary Function

No	Illocutionary Function	Frequency	Percentage %
1	Greeting	3	1.58
2	Informing	17	8.95
3	Questioning	84	44.21
4	Requesting	2	1.05
5	Joking	2	1.05
6	Permitting	1	0.53
7	Commanding	39	20.53
8	Forbidding	1	0.53
9	Thanking	7	3.68
10	Agreeing	15	7.89
11	Leave-taking	3	1.58
12	Stating a fact	1	0.53
13	Explaining	8	4.21
14	Apologizing	2	1.05
15	Complimenting	1	0.53
16	Suggesting	1	0.53
17	Threatening	2	1.05
18	Encouraging	1	0.53
Total		190	100.00

Table 2 shows that 3 meetings 190 data contain illocutionary functions. Questioning is the most frequent illocutionary function used by the English teacher. There are 84 occurrences (44.21%) containing questioning function. On the other hand, the permitting, forbidding, stating a fact, complimenting, suggesting and encouraging functions has the fewest frequent function with only 1 occurrence (0.53%). The threatening is a by-chance occurrence due to its frequency which is less than 3 data.

Based on this research and from the result of data percentage in getting the researcher, situation in the learning process during 3 meetings in the classroom the learning process dominated by the teacher with the number of the questioning function. Questioning is the most frequent illocutionary function used by the English teacher there are 84 occurrences (44.21%) containing questioning. The class situation is sometimes noisy, and the students are less concentrated but with the use of the questioning function from the teacher all of students more focused and more attention in learning process. Situation in the classroom during 3 meetings are very focused and serious because in the view of the frequency results the function of joking only 2 occurrences found. From the findings of the illocutionary function above the reader can directly describe the class situation.

Representatives

Representatives have the idea of what the speaker believe to be true. There are four kinds of representative acts found in teacher's speeches. They consist of informing, explaining, stating, and agreeing. Among those four acts, informing is the most dominant act. Those the types of representatives are explained as follows.

A. Informing

Informing is expressed by the teacher to give students information what the students are going to do in relation with teaching and learning process. Excerpt (1) is an example of informing function performed by the English teacher.

Excerpt (1)

T : OK, what happen? what are you doing?

Ss : No" mam

T : **OK please looked your book, last meeting we are about ... We are study about simple past tense. Especially about regular and irregular verb**

Ss : regular and irregular verb...

As shown in Excerpt (1), the bold expressions present the teacher's own information about the study last meeting. She stated that information about last week about simple past tense especially about regular and irregular verb. Other example of representative function of informing can also be found in Excerpt (2).

Excerpt (2)

T : OK please

S : awake, arise, used, admire, add

T : **OK today we will continue the material today,, about grammar review. Open your book page one hundred twenty seven**

Ss : *seratus dua puluh tujuh*

As shown in Excerpt (2), the bold expressions present the teacher's own information about the study of material and number of pages of the book. She stated that information about the material today about grammar review and give information about the page of the book. Other example of representative function of informing can also be found in Excerpt (3).

Excerpt (3)

T : OK , number two ...please muh.taufik ...Taufik

Ss : taufik irwan bu" ..

T : sorry,, iya taufik irwan ..

Today the weather

Today present .. today the weather present ..

Weather am, is, are?

As shown in Excerpt (3), the bold expressions present the teacher's own information about the correct answer of assignment. She stated that information about the correct answer when students and the teacher discuss about the assignment.

B. Explaining

Explaining is expressed when the speaker wants to make something clear or easy to understand by describing or giving more information about it. In classroom settings, this function is frequently used when teacher explain the teaching materials. An example of explaining function is presented in Excerpt (4)

Excerpt (4)

T : iyaa it ..

Ss : past bu" ..

T : **present yah .. yang di bahas dulu. Tapi pertayaannya sekarang. Jadi, di pakai it .**

(yes present, discuss about past. But the question is present)

As shown in Excerpt (4), the bold expressions present the teacher's own explain about the correct answer of assignment. She stated that explaining about the correct answer about the assignment to discuss. Other example of representative function of explaining can also be found in Excerpt (5).

Excerpt (5)

T : OK now, we are study about grammar review.

OK, read the following incomplete sentences, complete them with am/is/are (present) and complete them with was/were (past)

Example number one, in nineteen fortyfive they ,, bla.. bla..bla.. seventeen ... In nineteen fortyfive it's mean ... past yahhh

Ss : iya bu"

As shown in Excerpt (5), the bold expressions present the teacher's own explain about the assignment. She stated that explaining about the correct answer about the assignment to discuss.

C. Stating a fact

This function is used to tell own thoughts fact to the listener. in the classroom, teacher uses this function to express their fact in general activity or fact in the world. Excerpt (6) is an example of stating a fact the English teacher performed.

Excerpt (6)

T : OK ,,, so they ... Present or past ?

now sekarang berarti present

Ss : present

T : am, is, are ?

Ss : are

As shown in Excerpt (6), the bold expressions present the teacher"s own a fact about the question to discuss. She stated that the question and the fact about present in bahasa is sekarang this the fact.

D. Agreeing

Agreeing is illocutionary function which is expressed when the speaker has same opinion with the listener or when the speaker accepts the listener suggestion or idea. Excerpt (7) is one of the examples of agreeing functions in English teaching-learning process.

Excerpt (7)

T : OK .. the generals and veterans are or it .. ?

S : are ..

T : **OK are happy and optimistic about us now.** They know we ..

Ss : were

As shown in Excerpt (7), the bold expressions present the teacher"s own agreeing about the answer from students. She stated that agreeing about the correct answer about the assignment to discuss. Other example of representative function of agreeing can also be found in Excerpt (8).

Excerpt (8)

S : the defiant bung tomo is the well-know revolucitionary leader a very important role in this battle.

T : **yess, bung tomo...**

what did he do ? What Bung Tomo do?

As shown in Excerpt (8), the bold expressions present the teacher"s own agreeing about the answer from students. She stated that agreeing about the correct answer about the assignment to discuss.

Expressives

Expressive acts deal with the statements of speakers feeling or attitude of particular situation. Based on the research results, expressives are in the third rank of illocutionary act frequency found in classroom communication in English teaching-learning process. There are six types of expressive functions found in the data. They are greeting, thanking, leave-taking, complimenting, joking, and apologizing.

A. Greeting

Greeting is an expression used to welcome someone. In classroom situation it is commonly found when a teacher starts the process of teaching and learning. An example of greeting is shown in Excerpt (9).

Excerpt (9)

S : Stand up please,,, Greeting to our teacher

Ss : Good Morning mam

T : **good morning, too (a)**

Ss : Sit down, please

As shown in Excerpt (9), the bold expressions present the teacher's own greeting from students. She stated that greeting for student the meeting at 08:45 the said good morning. Other example of expressive function of greeting can also be found in Excerpt (10).

Excerpt (10)

S : get ready

Stand up please

Greeting to the teacher

Ss : good morning mom.

T : **good morning**

S : sit down please

As shown in Excerpt (10), the bold expressions present the teacher's own greeting from students. She stated that greeting for student, she said good morning.

B. Leave-taking

Leave-taking is expressed by the speaker to close a conversation. In teaching- learning process, the teacher applies this function in the end of the lesson to close the lesson. The Excerpt (11) is one of the examples.

Excerpt (11)

S : stand up please.. greeting to the teacher.

Ss : good morning mam.

T : **OK thank you**

OK .. see you next week.

In Excerpt (11), as presented by the bold expression, the teacher applied an expressive function "see you". The teachers closed the lesson by saying "see you." and the students replied with the similar expression, "see you." Since the teacher used that expression to close the conversation it is classified as leave- taking.

C. Thanking

Thanking is illocutionary function uttered by the speaker when she feels gratitude for what the listener does or says. The Excerpt (12) presents an example of thanking.

Excerpt (12)

- T : British (say the correct prouncitioan)
S : british would no task Indonesia troops and militia to surrender..
T : surrender their weapons. **OK thank you** ..Kaisar ..

As shown in Excerpt (12). the bold expressions present the teacher's own thanking from students. She stated that thanking for student when there is someone finish read the question to discuss. Other example of expressive function of thanking can also be found in Excerpt (13).

Excerpt (13)

- S : get ready ... stand up please.. greeting to the teacher..
Ss : thank you mom.
T : Ok, you are welcome.

Thank you for your nice attention. See you...

- Ss : see you.

As shown in Excerpt (13), the bold expressions present the teacher's own thanking from students. She stated that thanking for nice attention from student when the teacher want leave in classroom.

D. Complimenting

Complimenting is an expression which shows approval, admiration, or respect of what someone does. Excerpt (14) is an example of complimenting functions performed by the teachers in English teaching-learning process.

Excerpt (14)

- Ss : they ,,, were
T : yes were pessimistic..
OK good job.
Ss : yessss..
T : oke now, the next .. OK looked part 2
Ss : part two

Excerpt (14) shows the expression containing expressive function of complimenting. The bold expression "Good Job" is expressed by the English teacher to praise on students' response in answering her question.

E. Joking

Joking is an expression to make the listener laugh. Joking can make situation in classroom enjoy and not boring. The expression joking can be found in Excerpt (15).

Excerpt (15)

- Ss : hadir bu"
T : **hadir bu' .. present..** (*all student louging*)
Hamdan...
Hardianti

Excerpt (15) shows the expression containing expressive function of joking. The bold expression “**hadir bu’ .. present**” is expressed by the English teacher to make students laugh with their friends say in bahasa not used English language. Other example of expressive function of joking can also be found in Excerpt (16).

Excerpt (16)

T : **Oh zulfadli kalau susah tinggalkan muhlaas , tapi kalau senang sama**

(oh Zulfadli if you hard you live muhlaas but if you happy you same with him)

Ss : hahahha (all students laughing)

As shown in Excerpt (16), the bold expressions present the teacher’s own joking from students. She stated that joking for students and make students laugh.

F. Apologizing

This illocutionary function is expressed by the speaker for saying sorry for the fault he or she has done. An example of this function which is performed by the English teacher is shown in Excerpt (17)

Excerpt (17)

T : **oh sorry ...**

Leni ..number three

S : I bla ... bla .. bla.. very thirsty. Can somebody give me a glass of water ... please

As shown in Excerpt (17), the bold expressions present the teacher’s own apologizing from students. She stated that apologizing for students when she made mistake. Other example of expressive function of apologizing can also be found in Excerpt (18).

Excerpt (18)

T : OK , number two ...please muh.taufik ...Taufik

Ss : taufik irwan bu“..

T : **sorry ,, iya Taufik Irwan**

As shown in Excerpt (18), the bold expressions present the teacher’s own apologizing from students. She stated that apologizing for students when she made mistake said wrong name.

Directives

Directives are those kinds of speech act that speakers use to get someone else to do something. Based on the research results, directive in the first rank of illocutionary act frequency found in classroom communication in English teaching-learning process. There are seven types of directive functions found in the data. They are commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging.

A. Commanding

Commanding is the function used to ask or order someone to do something in direct way. An example of commanding performed by the English teacher is shown in the Excerpt (19).

Excerpt (19)

T : **ok attention please ..** Last meeting we are study about? Simple

Ss : past

As shown in Excerpt (19), the bold expressions present the teacher's own commanding for students. She stated that commanding for students the teacher wants the student's attention for study. Other example of expressive function of commanding can also be found in Excerpt (20).

Excerpt (20)

T : OK number four... Number five yah...

Almalik please, please your answer

Ss : nomor berapa ?

T : five

As shown in Excerpt (20), the bold expressions present the teacher's own commanding for students. She stated that commanding for students the teacher wants the students to answer the question.

B. Requesting

Requesting is the function used to ask the listener give request to do something. An example of requesting performed by the English teacher is shown in the Excerpt (21).

Excerpt (21)

T : OK thank you..

Before you answer the questions number one to number thirteen you must reading comprehension with your friends.

Jadi kalian berpasangan dengan temannya jawab number one to number thirteen .. OK..

Ss : ohh jadi samaki (*all student make group pair*)

In Excerpt (21) the bold is expression the teacher requesting. In datum teacher give request for student before answer the question must reading comprehension the task.

C. Suggesting

Suggesting is function used to give suggestion for listener to something. An example of requesting performed by the English teacher is shown in the Excerpt (22).

Excerpt (22)

Ss : hahahha (all students laughing)

T : **kenapa tidak sama dengan teman sebangku mu ..**

(why you not same with your friend sit beside you)

In Excerpt (22), the bold is expression the teacher suggesting. In datum teacher give suggestion for student to work the assignment his friend in sit down beside him because his work assignment alone.

D. Forbidding

This function is the opposite of commanding function. It is used to order the listener not to do something. An example of forbidding function is in Excerpt (23).

Excerpt (23)

T : Andita, please read. Raise your voice .. stand up please

OK the others, attention please and **don't be noise.**

Ss : wehh ,, don't be boise.

T : OK please,,

In, the bold is expression the teacher forbidding. In datum teacher say don't be noise for students. This expression is forbidding because it contains illocutionary indicating device "Don't" is an illocutionary force indicating device of forbidding.

E. Questioning

Questioning is illocutionary function is expressed by the speaker in order to get the reply, answer, or information from the listener. The example of this function is presented in Excerpt (24).

Excerpt (24)

T : Almira

Ss : present mam

T : **how are you today almira ?**

In Excerpt (24), the bold is expression the teacher questioning. In datum teacher give question for student to know condition the students. Other example of expressive function of questioning can also be found in Excerpt (25).

Excerpt (25)

T : ok attention please .. **Last meeting we are study about ?**

Simple

Ss : past

In Excerpt (25) the bold is expression the teacher questioning. In datum teacher give question for student to know memorize about the material last week, the teacher question "last meeting we are study about?". Other example of expressive function of questioning can also be found in Excerpt (26).

Excerpt (26)

S : the defiant bung tomo is the well-know revolucitionary leader avery important role in this battle.

T : yess, bung tomo...

what did he do ? What bung tomo do ?

In Excerpt (26), the bold is expression the teacher questioning. In datum teacher give question for student the right answer from question.

F. Permitting

Permitting is an illocutionary function expressed by the speaker to allow the listener to do or to say something. One of the examples of permitting functions is presented in Excerpt (27).

Excerpt (27)

T : **OK ,, sit down please**

OK everbody,, attention please,, OK last meeting we study about ...?

The material about ??? last meeting, how know? Hello,, siapa yang tahu material minggu lalu apa?

Ss : anu bu" eeee

In Excerpt (27), the bold is expression the teacher permitting. There was a student who came late. When entering the classroom, the teacher gives some question why came late and the student answer it. The teacher allowed her to join the class by responding "OK, sit down please".

G. Encouraging

Encouraging is an illocutionary function used by the speaker to give the listener support or courage to do something. An example of illocutionary function of encouraging performed by the English teacher in classroom communication is shown in Excerpt (28)

Excerpt (28)

T : sri handayani.. number six, **come on.**

Ss : nomor 6 bu"?

T : yes .. six

In Excerpt (28) the bold is expression the teacher encouraging. In datum the teacher called a student, but the student did not answer. The teacher repeated the question again and added expressions "come on" to encourage the students to answer. "Come on" is one of expressions belonging to encouraging function and its purpose is to motivate listener to do something.

Commisives

Commissive illocutionary act is an act that commits the speaker to do something in the future. Commissive acts are in the lowest rank of other illocutionary acts found in the research. From the data only one type of commissive function performed by English teacher, which is 'threatening'.

Threatening

Threatening is illocutionary function if the speaker will cause trouble to the listener if the speaker does not get what she wants. The example of threatening function of teacher performed by English teacher at in learning process is presented in Excerpt (29)

Excerpt (29)

T : **yang tidak selesai saya kasih alpa (which I did not gather not preset)**

Ss : what ?

T : just twenty minutes yah..

20 menit lagi.

As shown in those bold expressions in Excerpt (29), the teacher reminded for all students when students work assignment, but they are just play and the teacher reminded if not gather not present and also make students would do all the task.

Discussion

Based on the findings this research the dominant illocutionary acts found in teacher speeches are Representatives and directives. Their frequencies are 21.05% and 68,95% respectively. The representative acts consist of informing, stating a fact, explaining, and

agreeing. Among those types of representatives informing shows the highest frequency there are many information the teacher speeches performed in classroom interaction.

Another dominant illocutionary act is directives. Based on the research data, there are seven types of directives namely commanding, requesting, suggesting, forbidding, questioning, permitting, and encouraging. The act of questioning is more dominant than six functions. The dominant act of questioning occurs 84 times. The dominant questioning has a possible effect that the students gave more attention to think in classroom interaction. This is relevant with the previous explanation that directives act especially questioning also dominates.

Previous research (Nurani, 2015) supports the data, where 4 types of illocutionary act performed by the English teacher in classroom communication, function of illocutionary act in obtaining as many 701 functions and focuses 1 teacher. In this study the researcher found 4 types of illocutionary act performed by the English teacher in classroom communication the researcher focuses on 1 teacher that teaches the classroom by getting 190 functions of illocutionary act.

The use of illocutionary act in the learning process of English is very useful in addition to making students more familiar with the utterance in English can also make the class more active and creative. In this research and previous studies have similarities in the result that is the use of representative and directive actions more dominant in the pronunciation of teacher in the classroom. Unlike other case (Hosnol, 2017), the conversation between teacher and students used Indonesian language most of the time with sometimes English and sometimes Javanese, even when they used directive illocutionary acts.

The findings also similar to the other research in different situations. Herman (2015) who analyzed the type of illocutionary act of Chinese Indonesian concluded that there are four types of illocutionary acts occurred. They are representative, directive, commissive, and expressive. Herman (2015) only found four type illocutionary acts, which are representative, directive, commissive, and expressive.

Conclusion

They are four type illocutionary acts used by English teacher, which are representatives, directives, commissives, and expressives. The declarative is not found. Directives were found to be the most performed speech acts by the teacher during the three meetings of English teaching and learning activities which occurred in 131 utterances (68.95%). On the other hand, commissives appeared to be the least speech acts used by the teacher which only occurred in 2 utterances (1.05%). Directives were used by the teacher to get the students to undertake some actions. Asking or questioning became the most dominant illocutionary force of directives produced by the teacher which was realized in 84 instances (44.21%).

This research conclude that the English teacher should consider on illocutionary act in English teaching. The illocutionary acts are so important in the classroom that the instruction uttered by the teacher are understood by the student. The use of particular illocutionary function, e.g questioning can be helping the students to more understood and active in the classroom.

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